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ABSTRACT

This final report describes the activities and outcomes of a project designed to prepare early interventionists and preschool teachers to serve children with vision and hearing impairments. The purpose of the project was to build upon existing early childhood special education and sensory impairment programs across two universities, the University of Utah and Utah State University. Competencies for each course were developed and/or modified based on State Standards for Hearing Impaired and Vision Impaired (birth to 5) by faculty and parent project advisors. A new course designed to address the role of the specialists in early childhood special education and sensory impairments was developed. Distance delivery sites were established for students located in rural regions. Thirty-two students were recruited and admitted to the program, and 24 completed the program by the end of the grant period. Five will complete their program in Spring 2002. Seven of the completing students were located in rural and remote areas. All became state licensed and endorsed in hearing or vision impairments (birth to 5). Qualifying for this endorsement required that students must have previously held or obtained a license in early childhood special education. Students were supported by grant funded stipends while they completed both their preservice preparation and their early childhood special education program. All but two of the graduates were employed. Budget information, and summaries of student information, course evaluations, employer evaluations of graduates, and parent satisfaction with graduates are included. (SG)

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U. S. DEPARTMENT OF EDUCATION
FINAL PERFORMANCE REPORT

ED 459 585

PR/Award # H029A70074

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Project Title:
Utah Multi-University Consortium Statewide Preparation of Early Childhood Specialists in Vision and Hearing

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UTAH MULTI-UNIVERSITY CONSORTIUM STATEWIDE PREPARATION OF EARLY CHILDHOOD SPECIALISTS IN VISION AND HEARING

H029A70074

FINAL REPORT

Project Summary

The purpose of this project was to build upon existing preservice early childhood special education and sensory impairment programs across two universities, the University of Utah and Utah State University, to prepare early interventionists and preschool teachers. These early interventionists would serve children birth through 5 years of age who have vision and hearing impairments, and their families, throughout the state of Utah. Since the endorsements onto the early childhood special education (birth-5) license in hearing and vision impairments (birth-5) had only recently been adopted, appropriately endorsed early intervention providers for children with hearing or vision impairments were non existent. Those interventionists providing services to children with sensory impairments (birth-5) and their families were under-certified or uncertified in early intervention, preschool education, and/or hearing or vision impairments. By using existing preservice personnel preparation programs in hearing impairments, vision impairments, and early childhood special education, program delivery was possible to both urban and rural areas of the state. Through this project, students were supported by grant-funded stipends while they completed their preservice preparation. Twenty-four students completed this program and were state licensed and endorsed in hearing or vision impairments (birth – 5). Qualifying for this endorsement required that students previously held or obtained a license in early childhood special education. Students were also supported by stipends through this grant

while they completed their early childhood special education program. Graduates are qualified to fill many roles in serving children who have sensory impairments. These include, (a) early interventionists in home and center-based programs, (b) consultants in early intervention programs, (c) preschool teachers in both categorical and integrated preschool programs, and (d) consultants in integrated programs. Students entered the program with an (a) existing early childhood special education license and added an endorsement in either vision or hearing birth through 5, (b) existing hearing or vision endorsement (K-12) and added early childhood special education, or (c) completed both the early childhood special education license and either vision and hearing endorsement (0-5). The licensure in early childhood special education with an endorsement in hearing impairments or visual impairments also leads to two credentials in early intervention through the Utah Department of Health (Baby Watch/State Early Intervention Program); one as a generalist early interventionist, one as a specialist in vision or hearing impairments.

Project Accomplishments

The award period for this grant was 9-01-97 through 8-31-00 with a fourth year extension through 8-31-01. The following objectives and activities were implemented during this project:

Student Recruitment

A brochure and program outlines produced through this project for purposes of recruiting students were disseminated to both urban and rural areas of Utah. This information was sent to potential students who expressed an interest in the project through personal contact, telephone, or electronic mail. Follow up information was sent to interested students containing course requirements, course descriptions, and admission requirements for both the University of Utah

and Utah State University. Written materials were also disseminated to prospective students currently enrolled in the on and off campus programs in early childhood special education and special education programs in vision impairments and hearing impairments. In person dissemination of program materials as well as presentations of the program was done through attending several regional and statewide conferences. Additional information on this project was included in a quarterly newsletter disseminated by the Multi-University Consortium Teacher Training Program in Sensory Impairments. Project personnel made several recruiting trips to rural regions of the state specifically to areas where there was a high concentration of Native Americans.

Procedures for Admitting, Advising, and Supporting Students

Student enrollment and advising guidelines were developed in order to provide student support in advising and admission procedures. These procedures also outlined the process for disseminating stipends to students. Program planning procedures were also implemented. Each student was assigned two advisors, one from the faculty in hearing impairments or visual impairments and one from early childhood special education. An initial advising meeting was held for purposes of discussing the specifics of the student's program including practicum requirements and procedures for receiving financial assistance through the grant funded stipends.

All students were required to comply with admission requirements either through the University of Utah or Utah State University, Special Education Departments. Thirty-two students were admitted to this program during the three-year grant period. Twenty- four of these students completed by the end of the grant period (including the fourth year extension). Five of the remaining students will complete their program by the end of spring, 2002. Seven of the

completing students were located in rural and remote areas.

Adapt, Coordinate, and Expand Early Childhood Special Education, Visual Impairment and Hearing Impairment Programs

The faculty in early childhood special education, vision impairments, and hearing impairments at the participating universities met on a regular (quarterly) basis in order to coordinate program activities as well as to evaluate and infuse early childhood special education content into courses in sensory impairments. Competencies were developed and/or modified for each course required in the hearing impairments and visual impairments program based on the then recently adopted State Standards for Hearing Impaired and Vision Impaired (Birth-5). Five parent project advisors were selected to participate in this process.

Competencies for field experiences required in both sensory impairments (vision and hearing) and early childhood special education were merged and modified. These experiences and competencies were continually evaluated and modified based on ongoing evaluation and feedback from students, field supervisors, and cooperating teachers. Student practica were co-supervised by faculty in both early childhood special education and sensory impairments.

Competencies, objectives, and activities were developed for a new course, Advanced Support Specialists Training for Early Childhood Sensory Impairments, specifically designed to address the role of the specialist in early childhood special education and sensory impairments. The five project parent advisors all participated in co-instruction of this course along with program faculty in early childhood special education and sensory impairments.

Implementation of Licensure/Endorsement/Credentialing Program

All courses in sensory impairments and early childhood special education were offered

both on campus and in rural and remote sites in the state of Utah. Distance delivery sites were established for the students located in rural regions in the state. These sites were Logan, Price, St George, Blanding, Moab, and Richfield. Courses were delivered through a combination of interactive television, Internet, and video with supporting material. Distance students were provided on-going support through on-site visits by project personnel as well as contact through e-mail, telephone, video and Internet conferences, and land mail. All courses were taught and facilitated by program faculty. Program faculty with the cooperation and participation of district personnel supervised all practica on-site.

All completing students qualified for a State of Utah teaching licensure in Early Childhood Special Education (birth-5), an endorsement onto this license in either Hearing Impaired or Vision Impaired (birth-5), a State Health Department credential in Early Intervention (birth-3), and State Health Department specialist certificate in either Hearing Impairments or Visual Impairments (birth-3). Eleven of the twenty-four students were licensed and endorsed in early childhood special education and vision impairments (birth-5) and thirteen of the students were licensed and endorsed in early childhood special education and hearing impairments (birth-5). All of the five continuing students are in early childhood special education and vision impairments.

All but two of the graduates are employed. The two who are not employed are not employed by choice. All of the remaining twenty-two are early interventionists or preschool teachers in non-categorical programs in local school districts or categorical programs in hearing or vision impairments through the Utah Schools for the Deaf and the Blind. Graduates are located statewide including 2 in central Utah, 1 in southwestern Utah, 15 in north central Utah

(six different school districts), and 1 in northern Utah. Three students are employed out of state in Nevada, California, and Idaho. See Appendix A for a summary of licensure, endorsement, credentialing, and employment information for individual students.

Evaluation of Project Outcomes

All courses were evaluated using the University of Utah Course/Instructor Evaluation. A summary of these evaluations is included in Appendix B. In addition to the course evaluation responses on the 6-point scale, students provided suggestions for improving courses, course delivery, and field experiences.

The parent advisors also participated in the ongoing course review as well as the development process for the Advanced Support Specialists Training for Early Childhood Sensory Impairments course. It was determined by this ongoing evaluation process over the three years of this project that the competencies, objectives and activities for this course could be effectively infused into existing courses in sensory impairments and would enhance the early childhood components in these courses. This was accomplished during the last year of the project.

Two additional evaluation procedures included the Parent Satisfaction with Program Graduates and Employer Evaluation of Graduates. Parents of children with whom the graduates of this program work completed these evaluations. The graduate's current employer completed the Employers Evaluation. Summaries of these evaluations are also included in Appendix C and D.

Procedures for Coordination of Practica Supervision

On-going coordination throughout this project was implemented between field supervisors in early childhood special education, vision and hearing. A handbook was produced

which was used by field supervisors to provide consistency of procedures and guidelines for implementation. In order to provide ongoing supervision for urban and distance sites, supervision was provided by existing field supervisors in hearing impairments, vision impairments, early childhood special education at both participating universities and one additional field supervisor who assisted with supervision in the more remote sites. This supervisor will continue with the program on an as need basis.

Plan for Supporting Distance Components of Program After Project Completion

All courses including those developed through this project related to early childhood sensory impairments are now delivered to rural and remote regions of the state through the use of the state's EDNET interactive television system, satellite system, video technology (supported by written materials), and the Internet. Teaching faculty are responsible for grading all assignments, writing support materials, and providing on-going feedback through weekly telephone or video conferences, internet conferences, E-mail, and on-site visits by field supervisors.

Project Management

The Advisory Board of the existing Multi-University Consortium for Teacher Training in Sensory Impairments also served as the advisory board for this project. This board was expanded to include additional parents of young children with sensory impairments, a district representative of the Baby Watch/State Early Intervention Program, the state specialist for Early Childhood Special Education from the State of Utah Office of Education, and a faculty member from the Early Childhood Special Education Departments of both Utah State University and the University of Utah. This board met twice a year throughout the duration of the project.

On-going staff meetings between field supervisors and project directors to coordinate activities were initially held on a weekly or bi-weekly basis. Telephone conferencing, e-mail and fax were used to facilitate this interaction. In addition, all project personnel met together on a quarterly basis for purposes of progress review.

Budget Information

The following is a listing of budget expenditures for the three years of this project as well as the one-year project extension beginning 9-01-97 through 8-31-2001.

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists in Vision and Hearing

FINAL REPORT

University of Utah

Salary :		
	Budget Amount	$ 124,753.00
	Expenditures	$ 83,111.23
	Funds remaining	$ 41,641.77
Benefits:		
	Budget Amount	$ 45,654.00
	Expenditures	$ 23,186.69
	Funds remaining	$ 22,467.31
Travel:		
	Budget Amount	$ 15,000.00
	Expenditures	$ 7,125.95
	Funds remaining	$ 7,874.05
Printing:		
	Budget Amount	$ 3,000.00
	Expenditures	$ 2,716.72
	Funds remaining	$ 283.28
Telephone/Communication:		
	Budget Amount	$ 4,000.00
	Expenditures	$ 2,135.99
	Funds remaining	$ 1,864.01
EDNET/Video:		
	Budget Amount	$ 4,937.00
	Expenditures	$ 10,265.17
	Funds remaining	$ (5,328.17)
Student Stipends:		
	Budget Amount	$ 270,000.00
	Expenditures	$ 507,430.80
	Funds remaining	$ (237,430.80) *
Facilities and Administrative Costs:		
	Budget Amount	$ 19,000.00
	Expenditures	$ 12,283.37
	Funds remaining	$ 6,716.63

Utah State University

Budget Amount	$ 134,698.00
Expenditures	$ 87,482.86
Funds remaining	$ 47,215.14
Student Stipends:	
Budget Amount	$ 270,000.00
Expenditures	$ 155,303.22
Funds remaining	$ 114,696.78

Total University of Utah/Utah State University

Total Budget:	**$ 891,042.00**
Total Expenditures	**$ 891,042.00**
Total Remaining	**$ -**

Budget Explanation

*The final progress report budget expenditures reflect a deficit amount of $237,430 under the University of Utah budget item "Student Stipends – Funds remaining". This amount represents the difference between the budgeted amount for stipends, $270,000 and the expenditures for stipends, $507,430.

The difference is the result of under expended funds from the sub-contract with Utah State University. This under expenditure resulted from difficulty in recruiting students from rural and remote areas, the tendency of these students to be part-time, and the lack of pre-requisite courses on the part of these students and thus a delay in admission. Most of these students were supported or potentially supported through the Utah State University sub-contract.

Consequently, the project staff agreed to redirect the unexpended stipends from the Utah State University subcontract to admitted students at the University of Utah who were making substantial progress in completing their program in early childhood special education and either hearing impairments or visual impairments and who previously were not receiving grant funding.

In addition, all other remaining funds from all other budget items were converted to student stipends. Thus, the total amount originally budgeted for student stipends for both the University of Utah and Utah State University was $540,000. The amount actually expended was $662,733. Thus, an additional amount of $122,733 was converted and expended on student stipends.

APPENDIX A

SUMMARY OF LICENSURE, ENDORSEMENT, CREDENTIALING

AND

EMPLOYMENT FOR INDIVIDUAL STUDENTS

EARLY CHILDHOOD SENSORY IMPAIRMENTS
GRANT FUNDED STUDENTS

		Location where currently teaching
Allred, Tammy	EC/VI – 0-5	USDB, PIP - Price
Atkinson, Geoffrey	EC/HI – 0-5	Las Vegas, Nevada, Non Categorical Preschool
Auger, Sarah	EC/HI – 0-5	Ogden, Non Categorical Preschool
Brinkerhoff, Heidi	EC/HI – 0-21	Davis, Non Categorical Preschool
Clark, Christine	EC/VI – 0-21	Jordan, VI itinerant
Compton, Rebecca	EC/HI – 0-5	Idaho, Non Categorical Preschool
Davenport, Teresa	EC/HI – 0-21	USDB, self-contained class,Orem
Dickerson, Angela	EC/VI – 0-21	California, Non Cat Preschool
Etsinger, Janice	EC/HI – 0-21	USDB, Preschool, Salt Lake
Jensen, Aziele	EC/VI – 0-5	DSQIC, Headstart - Logan
Kimball, Katherine	EC/HI – 0-5	California, not employed
Leavitt, Jennifer	EC/VI – 0-5	USDB, PIP – St. George
Martin, Suzanne	EC/HI – 0-5	USDB, PIP – Salt Lake
Martinez, Beverly	EC/VI – 0-21	Price, Headstart
Milne, Sidney	EC/VI – 0-21	Granite, Preschool
Mobley, Pamela	EC/VI – 0-21	not employed
Moreshead, Janet	EC/VI – 0-21	Granite, Preschool
Petersen, Merrilee	EC/VI – 0-21	Davis, VI itinerant
Ruth, Lori	EC/HI – 0-21	USDB, Preschool, Orem
Salazar, Jennifer	EC/HI – 0-21	USDB, Preschool, Salt Lake
Treadway, Kathleen	EC/HI – 0-21	Jordan, HI itinerant
Turner, Laura	EC/HI – 0-21	USDB, Granite itinerant
Visser, Sharon	EC/HI – 0-21	USDB, Preschool, Salt Lake
Whitney, Marsha	EC/VI – 0-21	Davis, VI Itinerant

Continuing Students - All will complete Sp 2002

Bell, LaRee	EC/VI – 0-5
Brown, Jessica	EC/VI – 0-21
Gardner, Anita	EC/VI – 0-5
Hautala, Shirley	EC/VI – 0-21
Talbot, Barbara	EC/VI – 0-21

APPENDIX B

COURSE/INSTRUCTOR EVALUATIONS

University of Utah Course/Instructor Evaluation 00-01

Instructor _____

Department _____ Course _____ Section _____

MARKING INSTRUCTIONS
- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the bubble completely.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks.

Correct Mark ●

Incorrect Marks ✓ ✗ ◒ ⊙

Class Standing:
- High School
- Freshman
- Sophomore
- Junior
- Senior
- Graduate

Number of hours I work for pay each week:
- I do not work
- Fewer than 10
- 10 to 20
- 21 to 30
- 31 to 39
- 40+

Percentage of course meetings (class, lab) I attended:
- <50
- 50 - 74
- 75 - 90
- >90

My Cumulative GPA:
- 0 - 1.99
- 2.0 - 2.49
- 2.5 - 2.99
- 3.0 - 3.49
- 3.5 - 4.0

Number of credit hours I am completing this semester:
- 1-4
- 5-8
- 9-12
- 13-16
- 17+

Approximate number of hours per week I spent studying/preparing for this class:
- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- more than 10 hours

The PRIMARY reason for taking this class:
- major/minor requirement
- general education/graduation requirement
- professional certification
- major/minor elective
- general elective
- personal interest/other

My expected course grade:
- A
- B
- C
- D
- E

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
COURSE						
1. The course objectives were clearly stated.	○	○	○	○	○	○
2. The course objectives were met.	○	○	○	○	○	○
3. The course content was well organized.	○	○	○	○	○	○
4. The course materials were helpful in meeting course objectives.	○	○	○	○	○	○
5. Assignments and exams reflected what was covered in the course.	○	○	○	○	○	○
6. I learned a great deal in this course.	○	○	○	○	○	○
7. Overall, this was an effective course.	○	○	○	○	○	○
INSTRUCTOR						
1. The instructor was organized.	○	○	○	○	○	○
2. The instructor demonstrated thorough knowledge of the subject.	○	○	○	○	○	○
3. The instructor presented course content effectively.	○	○	○	○	○	○
4. The instructor created/supported a classroom environment that was respectful.	○	○	○	○	○	○
5. As appropriate, the instructor encouraged questions and opinions.	○	○	○	○	○	○
6. The instructor was available for consultation with students.	○	○	○	○	○	○
7. Overall, this was an effective instructor.	○	○	○	○	○	○

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CONTINUED ON BACK SIDE

DEPARTMENT

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

List two things about this course/instructor that were effective for your learning.

List two things about the instructional process that could improve the course.

Comments

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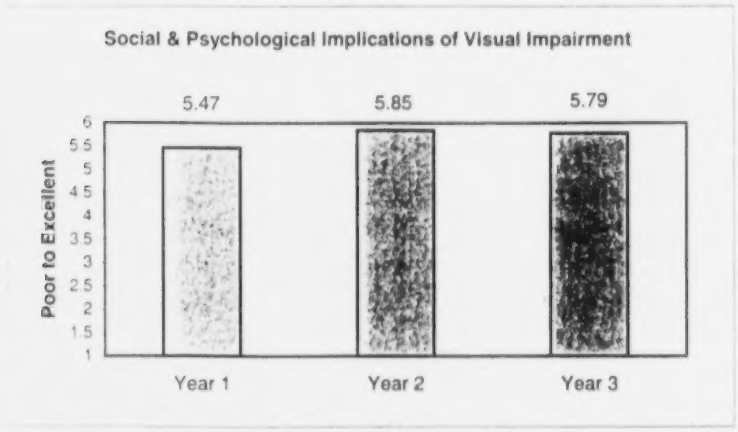
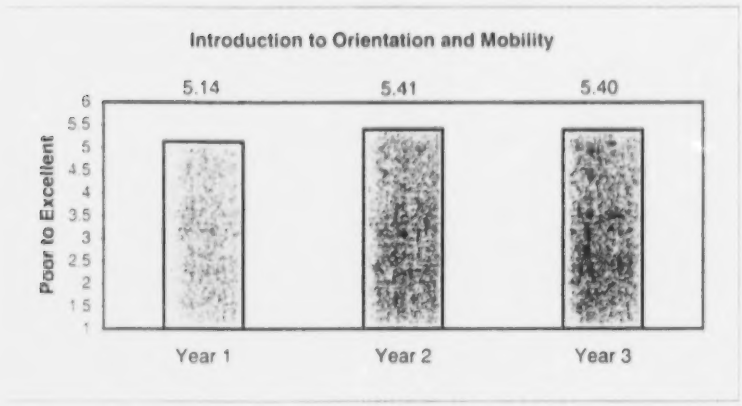
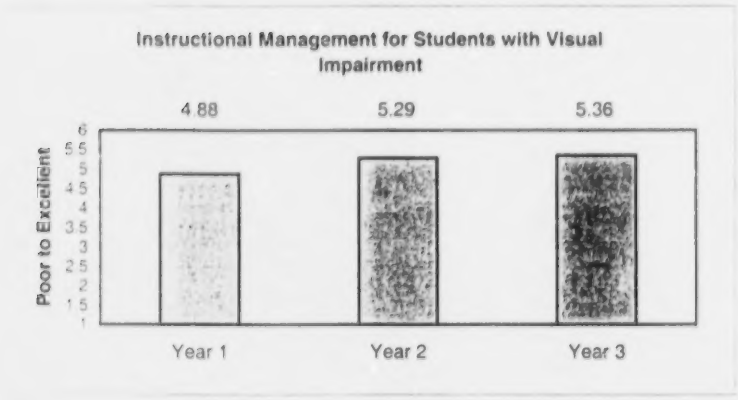
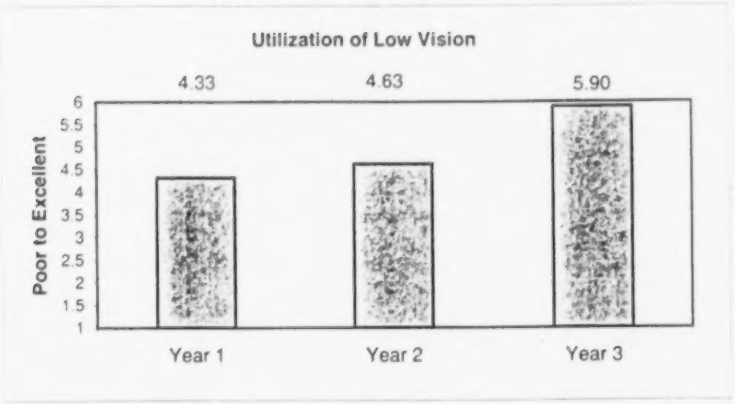
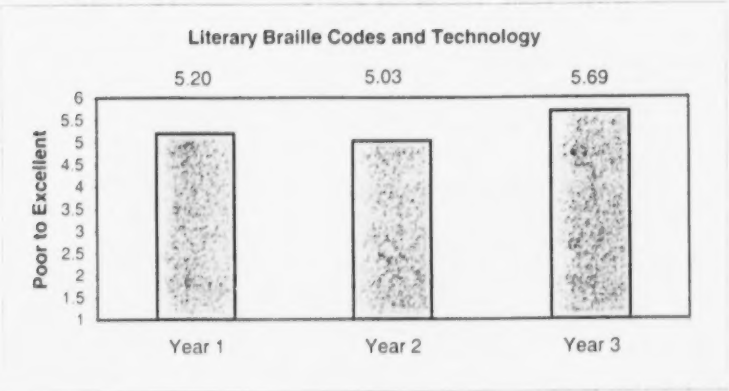
Visual Impairements Course Evaluations

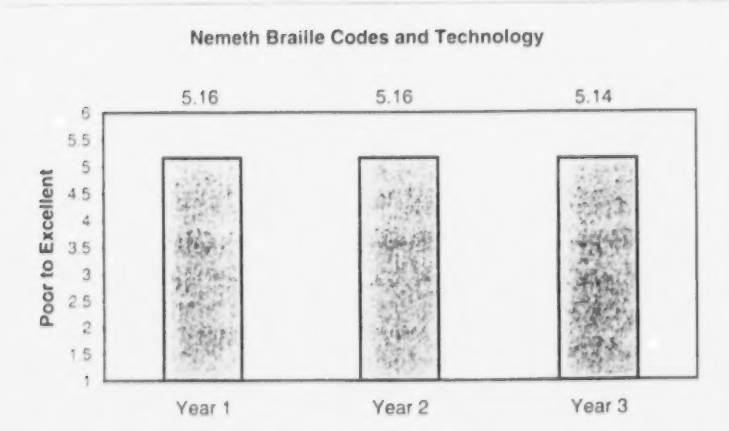


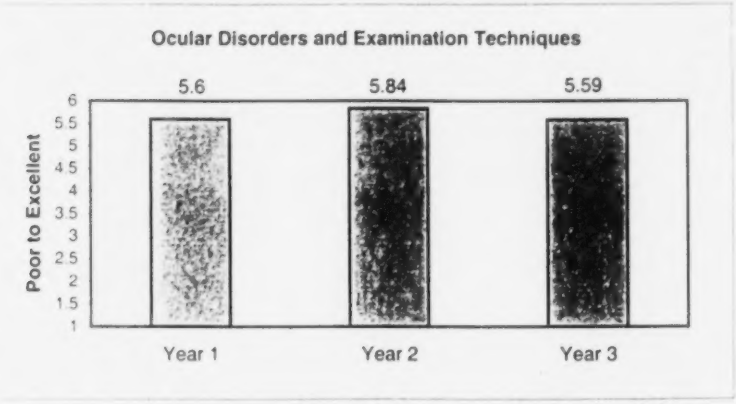


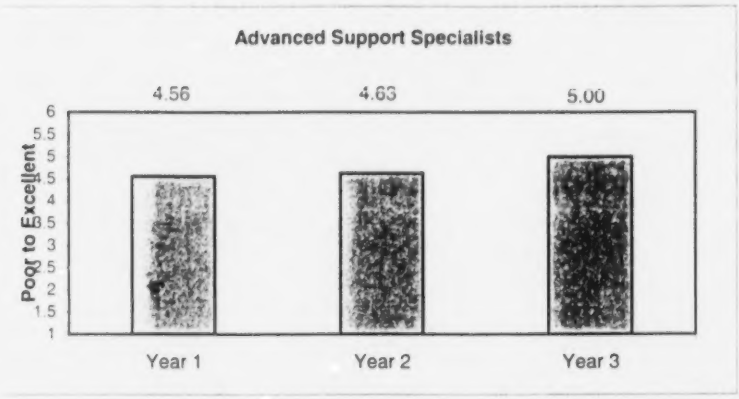



Utilization of Low Vision
4.33
4.63
5.90
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3

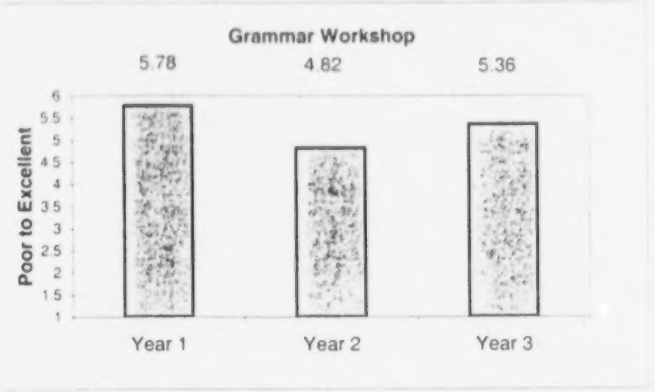

Literary Braille Codes and Technology
5.20
5.03
5.69
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3

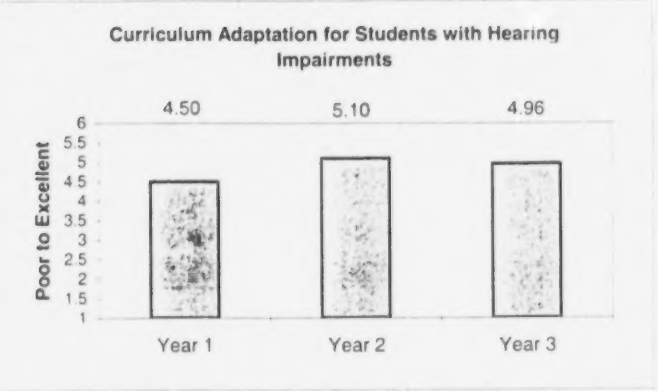

Nemeth Braille Codes and Technology
5.16
5.16
5.14
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3

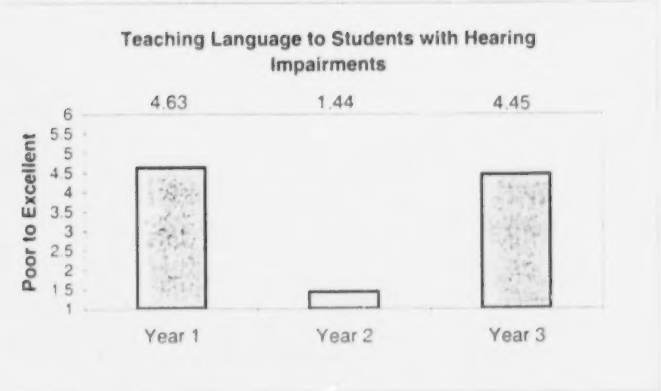

Ocular Disorders and Examination Techniques
5.6
5.84
5.59
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3

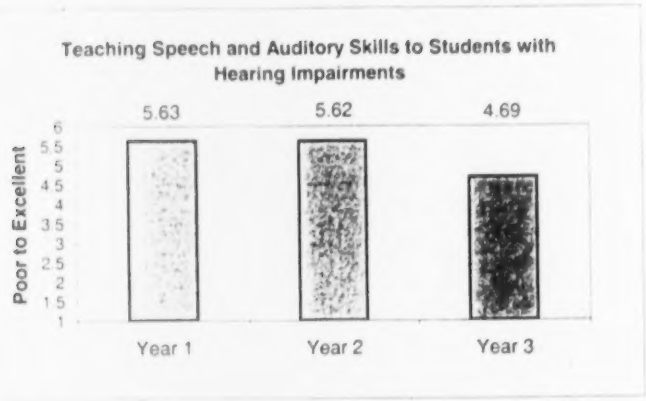

Advanced Support Specialists
4.56
4.63
5.00
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3

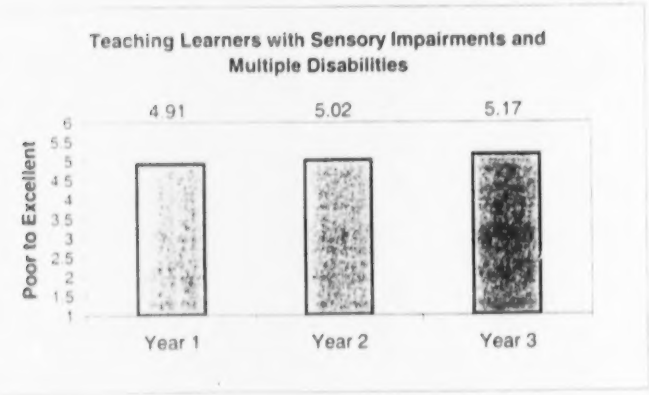
Hearing Impairments Course Evaluations

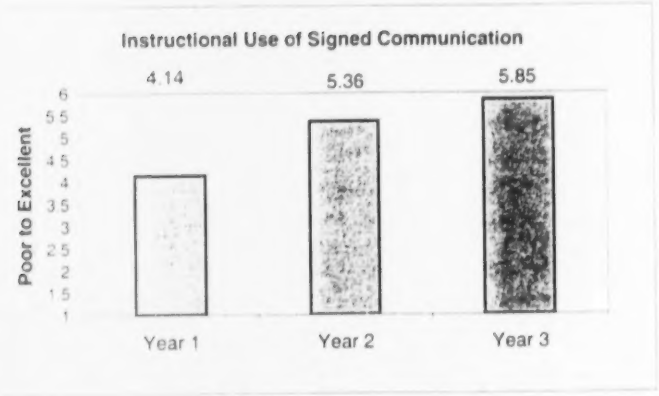


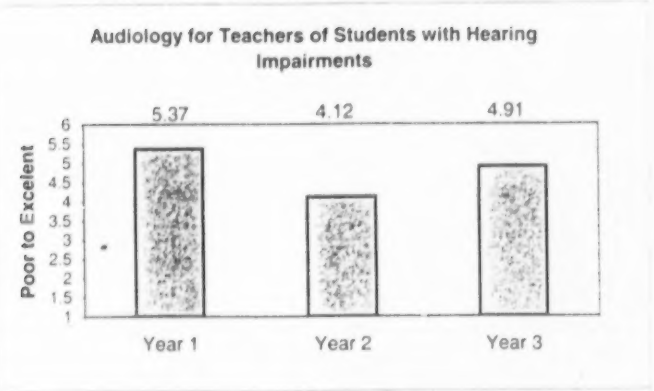





Teaching Speech and Auditory Skills to Students with Hearing Impairments
5.63
5.62
4.69
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3


Teaching Learners with Sensory Impairments and Multiple Disabilities
4.91
5.02
5.17
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3


Instructional Use of Signed Communication
4.14
5.36
5.85
Poor to Excellent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3


Audiology for Teachers of Students with Hearing Impairments
5.37
4.12
4.91
Poor to Excelent
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
Year 1
Year 2
Year 3

APPENDIX C

EMPLOYER EVALUATION OF GRADUATES

EMPLOYER EVALUATION OF GRADUATES
Utah Multi-University Consortium for the
Statewide Preparation of
Early Childhood Special Education in Vision and Hearing Impairments

The purpose of this questionnaire is to obtain your opinion of the competencies demonstrated by this graduate of the Multi-University Consortium. This graduate is licensed in Early Childhood Special Education and endorsed in either Hearing or Vision Impairments. Please evaluate the graduate whose name appears on the attached tag by rating his/her overall work related competencies. Results of the survey will be used to evaluate and improve our program. The individual evaluations are confidential. Your response will be grouped with others so individual comments will not be identified. Please remove the attached name tag before returning this survey. A self-addressed, stamped envelope is enclosed for your convenience.

Number of years this graduate has been in your employment: _____

Type of agency where graduate is employed (circle):

a. School District
b. Private School
c. College or University
d. State School for the Deaf and Blind
e. Parent Infant or Early Intervention Program
f. Other:

I. Using the rating scale below, please rate the preparation of this graduate as to knowledge of the following:

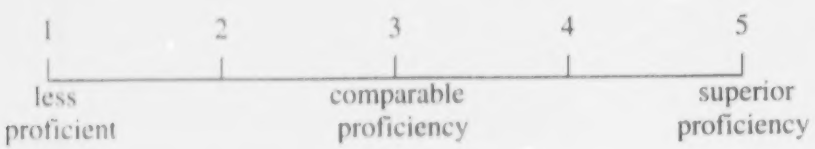
0 = unable to judge
1 = not prepared at all
2 = poorly prepared
3 = adequately prepared
4 = very well prepared

	unable to judge 0	1	2	3	very well prepared 4
a. Typical development	0	1	2	3	4
b. Atypical development	0	1	2	3	4
c. Impact of vision or hearing loss on development	0	1	2	3	4
d. How to stay in compliance with federal and state regulations	0	1	2	3	4
e. How to work in partnership with parents	0	1	2	3	4
f. How to collect systematic observation data on student performance and development	0	1	2	3	4
g. How to collect assessment information with young children	0	1	2	3	4
h. How to select, analyze and modify instructional curriculum materials for young children, especially those with sensory impairments	0	1	2	3	4

	unable to judge				very well prepared
i. How to design individualized instruction	0	1	2	3	4
j. How to support adaptive social behaviors	0	1	2	3	4
k. How to use assistive technology	0	1	2	3	4
l. How to teach or promote development in:					
-cognitive skills	0	1	2	3	4
-preprimary academic skills	0	1	2	3	4
-fine/gross motor skills	0	1	2	3	4
-language/communication	0	1	2	3	4
-play skills	0	1	2	3	4
-speech					
-social/emotional skills	0	1	2	3	4
-self-help skills	0	1	2	3	4
-survival skills	0	1	2	3	4
m. How to collaborate with general education teachers	0	1	2	3	4
n. How to support development and application of skills in various settings	0	1	2	3	4
o. How to determine the least restrictive or natural environment for each student	0	1	2	3	4
p. How to work as a team member with other professionals	0	1	2	3	4

II. Respond to the item below:

When comparing this Multi-University (U of U/USU) graduate to other staff members with similar positions and experience, he or she is



III. a. This graduate appears to be strong in:

b. This graduate needs improvement in:

c. The Multi-University Consortium training program could help my employee by including or focusing on:

d. Additional comments:

Thank you for your time and honesty.

Employer Evaluation Summary

I. Using the rating scale below, please rate the preparation of this graduate as to knowledge of the following:

Rating Scale

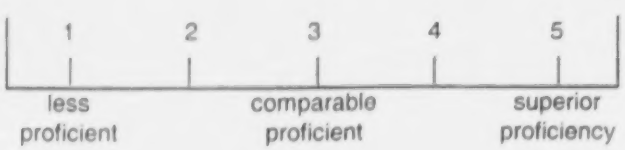
0 = unable to judge
1 = not prepared at all
2 = poorly prepared
3 = adequately prepared
4 = very well prepared

	Average
a. Typical development	4.00
b. Atypical development	4.00
c. Impact of vision or hearing loss on development	4.00
d. How to stay in compliance with federal and state regulations	3.67
e. How to work in partnership with parents	4.00
f. How to collect systematic observation data on student performance and development	3.67
g. How to collect assessment information with young children	3.83
h. How to select, analyze and modify instructional curriculum materials for young children, especially those with sensory impairments	4.00
i. How to design individualized instruction	4.00
j. How to support adaptive social behaviors	4.00
k. How to use assistive technology	3.67
l. How to teach or promote development in: cognitive skills	3.67
preprimary academic skills	3.67
fine/gross motor skills	3.80
language/communication	4.00
play skills	3.67
social/emotional skills	3.83
self-help skills	3.80
survival skills	3.80
m. How to collaborate with general education teachers	3.83
n. How to support development and application of skills in various settings	3.83
o. How to determine the least restrictive or natural environment for each students	4.00
p. How to work as a team member with other professionals	4.00

II. Respond to the item below:

When comparing this Multi-University (U of U/USU) graduate to other staff members with similar positions and experience, he or she is

Average



4.75

III a. This graduate appears to be strong in:

Knowledge base and how to apply it to individual students
Working with all concerned staff, parents. This individual works well with the whole child
Willingness to learn, grow, provide appropriate opportunities for students
Parent collaboration
Self initiation
Interaction and building relationships with other professionals and parents. Willing/wanting feedback and making changes. Patient working with children.
Everything
Communication skills development, language acquisition and instructional strategies audiology and hearing aid management, auditory skills development

b. This graduate needs improvement in:

I don't feel they need improvement
Challenging older students
Setting limits (has made improvement)
Developmentally appropriate preacademic activities - again has shown improvement
Nothing

c. The Multi-University consortium training program could help my employee by including or focusing on:

If this individual represents your program then you should be very happy. I could not ask for a better qualified or diligent employee.
IEP development
Assessment, Federal regs and compliance

d. Additional comments:

Thank you for providing such good training!

APPENDIX D

PARENT SATISFACTION WITH PROGRAM GRADUATES

PARENT SATISFACTION WITH PROGRAM GRADUATES
Utah Multi-University Consortium for Statewide Preparation
Of Early Childhood Specialists in Vision and Hearing
Departments of Special Education
University of Utah and Utah State University

Dear Parent(s):

We are asking for your help in evaluating the effectiveness of our teacher preparation programs. Your child's early interventionist or special education teacher received professional training through a collaborative program offered through the Departments of Special Education at the University of Utah and Utah State University. We are evaluating this program so that we can make improvements in the program and write a report for the United States Department of Education. The U. S. Department of Education provided part of the financial support for these programs, most of which went to make teacher preparation programs more affordable for students who wanted to become early interventionists or special education teachers. Your responses will be completely confidential and will not be individually shared with your child's teacher or any personnel in their school or program.

Your child's early interventionist or teacher received professional preparation from the Multi-University Consortium in the following areas:

_____ Early Childhood Special Education (birth-five)

_____ Hearing Impairments (Kindergarten-12th grade)

_____ Hearing Impairments (birth-five)

_____ Vision Impairments (Kindergarten-12th grade)

_____ Vision Impairments (birth-five)

Directions

Please respond to each of the comments by placing the selected number of the rating scale next to each statement. If you have comments you would like to share, please write them in the space that has been provided. All comments should relate to the teacher/early interventionist whose name is on the attached tag. Please remove this name tag before mailing this survey so the teacher will remain anonymous. A stamped, self-addressed envelope is enclosed for your convenience.

Rating Scale

1 Not sure, unable to judge, or don't remember
2 Strongly disagree
3 Disagree
4 Agree
5 Strongly Agree

_____ 1. I was encouraged to actively participate in sharing information about my child as a part of child assessment, or determining child strengths and needs.

_____ 2. Assessment activities and results were explained in ways that I could clearly understand.

_____ 3. This teacher/early interventionist communicates well with me and makes me feel like a respected partner in my child's education.

_____ 4. My opinions or priorities for my child's learning were incorporated into the Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP).

_____ 5. This teacher/early interventionist is knowledgeable about teaching strategies to meet my child's special needs

_____ 6. This teacher/early interventionist promotes the learning and developmental progress of my child.

_____ 7. This teacher/early interventionist keeps track of my child's progress and shares their progress with me.

_____ 8. I think this teacher/early interventionist likes my child.

_____ 9. This teacher/early interventionist works with me and others to make sure some practice, teaching, or intervention is included in natural routines in our home and in the community.

_____ 10. This teacher/early interventionist coordinates services well with other professionals.

_____ 11. This teacher/early interventionist helped our family plan and prepare for any transitions between educational programs.

Thank you for your time and feedback. We will use this information to improve our teacher preparation programs.

Parent Satisfaction with Program Graduates Summary

Rating Scale

1 = Not sure, unable to judge, or don't remember
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

	Average
1. I was encouraged to actively participate in sharing information about my child as part of child assessment, or determining child strengths and needs.	4.86
2. Assessment activities and results were explained in ways that I could clearly understand.	4.86
3. This teacher/early interventionist communicates well with me and makes me feel like a respected partner in my child's education.	4.86
4. My opinions or priorities for my child's learning were incorporated into the Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)	4.71
5. This teacher/early interventionist is knowledgeable about teaching strategies to meet my child's special needs.	4.79
6. This teacher/early interventionist promotes the learning and developmental progress of my child.	4.86
7. This teacher/early interventionist keeps track of my child's progress and shares their progress with me.	4.71
8. I think this teacher/early interventionist likes my child.	4.86
9. This teacher/early interventionist works with me and others to make sure some practice, teaching, or intervention is included in natural routines in our home and in the community.	4.50
10. This teacher/early interventionist coordinates services well with other professionals	4.42
11. This teacher/early interventionist helped our family plan and prepare for any transitions between educational programs.	4.50

Comments

Our vision teacher is super! She brings out great things in our child.
She sets reasonable goals that bring about good progress.
She is a great asset for us!
She makes herself knowledgeable like in the case of my daughter's cochlear implant.
She has even helped set a good example in non educational areas such as social interaction with others